

Writers Workshop Unit of Study
12th Grade – Informational Essay



Multimedia Sustained Research on a Social Issue

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. This one unit is situated within a yearlong sequence of units. Depending upon the unit's placement in the yearlong Scope and Sequence, it will be important to recognize prior skills and content this unit expects learners to have. This unit also has a companion reading unit where readers closely study informational texts through a critical literacy lens. Each unit presents a string of teaching points that scaffold and spiral the content and skills. The unit is structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to increase critical thinking and writing skills simultaneously. Writing and thinking processes are stressed and are equally important to the end writing product. Sessions are designed as a series of mini-lessons that allow time to write, practice, and conference. Through summative and formative assessments specific to each unit, students progress toward becoming independent thinkers and writers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit and their feedback and student artifacts helped in the revision process. Special thanks goes to lead unit writers Linda Denstaedt, Laura Mahler, and Leah Barnett, who closely studied the CCSS and translated the standards into curriculum and practice. Throughout the yearlong collaborative project, teachers reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens. The following unit contends that significant reading from multiple resources is needed prior to a writer's developing a claim of scope and depth.

Informational Writing Unit Learning Progressions

	6	7	8
TEXT	Informational Essay: Cause and Effect Mentor Texts: Texts used in prior nonfiction unit; texts with headings and visuals; texts that address cause-and-effect processes	Informational Essay: Historical Event Mentor Texts: Texts used in prior nonfiction unit; texts that address a significant historical event	Informational Essay: Compare/Contrast Mentor Texts: Texts used in prior non-fiction unit; texts that address a critical social issue
FOCUS	Explaining a Cause-and-Effect Phenomenon	Exploring an Historical Event	Explaining the Two Sides of a Critical Social Issue
Identify and Research a Topic	<ul style="list-style-type: none"> Define and explore cause and effect Analyze examples of nonfiction about cause and effect in the real world Identify and select a cause-and-effect topic Conduct online research 	<ul style="list-style-type: none"> Define and explore historical events Analyze nonfiction about historical events and the information provided Select an historical event to write about Conduct online research 	<ul style="list-style-type: none"> Define and explore comparison/contrast and critical issues Analyze examples of comparison/contrast on a critical issue Select a critical issue and identify its two sides Conduct online research
Synthesize Information and Determine an Organizational Pattern	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Draw conclusions to illustrate the importance of the topic 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details, and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance
Create a Product to Inform an Audience	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea, improve structure and organization, and expand or cut content Publish the product and reflect on the process

	9	10	11	12
Text	Multiple Genres: Digital, Oral, and Print	Multiple Genres: Digital and Print	Articles: Digital and Print	Multiple Genres: Digital and Print
Focus of Research	Social Trends	Core Democratic Values	The Bill of Rights	Social Issues
Identify and Research a Topic	<ul style="list-style-type: none"> Identify requirements of a research task and final product Examine essential questions to focus topic of research Review research to narrow the focus of further investigation Develop questions to gather relevant information Use different types of questions to find quality and relevant information Develop a system for primary research using quality research questions Develop a system for secondary research tracking sources and analyze information gathered 	<ul style="list-style-type: none"> Draw on prior knowledge of core democratic values to develop an inquiry Develop collaborative research skills to explore a subject in both breadth and depth Use a guided inquiry to cite explicit and inferred evidence on character traits, laws, and values Survey a series of sources (video and print) to identify key information to narrow a search for a potential topic Synthesize and categorize the results of sources to identify potential claims Identify elements (graphics, image, sound, words) of texts that represent or define the author's purpose 	<ul style="list-style-type: none"> Draw on prior knowledge about the Bill of Rights to develop an inquiry Independently manage a guided inquiry to cite explicit and inferred evidence on sub-topics related to the rights Independently survey a series of articles and websites to identify a research topic Read texts to identify stance and position 	<ul style="list-style-type: none"> Draw on prior knowledge about social issues to make decisions about social issues of interest to study Independently conduct preliminary research to focus a topic of interest Independently read texts to identify stance and position
Develop an Informed View	<ul style="list-style-type: none"> Examine initial findings to determine what is interesting, relevant, and important Summarize and categorize existing research Develop a theory about a perspective on the topic Synthesize findings from primary research with information gathered in secondary research 	<ul style="list-style-type: none"> Conduct primary research, recognizing stances taken in texts or interviews Create visual texts to develop access to shared research data Identify diverse perspectives and evidence to support each perspective from primary research Generate visual texts that 	<ul style="list-style-type: none"> Choose and craft a type of primary research that best suits the research topic Conduct primary research to gain insight into other people's experiences with the topic Conduct relevant secondary research to gain insight about the topic and related sub-topics 	<ul style="list-style-type: none"> Independently conduct primary research to gain insight into other people's experiences with the chosen social issue Focus, organize, and extend research work using a thinking routine while conducting secondary research to gain insight from published researchers

		<p>represent knowledge gained through primary research</p> <ul style="list-style-type: none"> • Compare, connect, categorize, evaluate, and elaborate upon data 	<ul style="list-style-type: none"> • Use a multi-draft reading process to go deeper into texts and evaluate texts and authors for validity • Synthesize information to create an informed view or stance on a topic 	<ul style="list-style-type: none"> • Evaluate web-based resources for validity • Determine cause/effect of chosen social issue • Reflect on how one engages with ideas through interaction with texts and people to participate responsibly as a global citizen, and also how one can inform oneself about issues that impact daily lives
Reconcile Current Thinking with New Reading	<ul style="list-style-type: none"> • Reread to confirm or disconfirm a theory • Create a claim and identify evidence (facts, reasons, and/or examples) that supports the claim • Explain how the evidence or data supports the claim 	<ul style="list-style-type: none"> • Consider an audience • Engage in additional research • Revise claim to incorporate new information • Use the revised claim to organize supporting evidence 	<ul style="list-style-type: none"> • Assess supporting evidence and identify reasons for additional research • Engage in further research to confirm or disconfirm the claim • Revise claims to incorporate new information 	<ul style="list-style-type: none"> • Construct an informed view on the causes and effects of a social problem and then find evidence that challenges or confirms that claim • Conduct further research to determine whether to/how to revise the informed claim • Identify implications of the social problem and possible solutions
Create a Product to Inform an Audience	<ul style="list-style-type: none"> • Organize information logically for the product that will be created • Use proper documentation to avoid plagiarism • Prepare to present findings by making sure that the research question was answered, the task's requirements were fulfilled, and by rehearsing • Present findings • Self-evaluate the research product in order to become better researchers 	<ul style="list-style-type: none"> • Select a product (collaborative or individual) appropriate for the research • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Study informational essays to identify key decisions writers make • Draft an essay in order to inform an audience and to propose (a) solution(s) • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Create an effective multimedia product to publish findings and propose solutions for the social issue • Cite and format documentation and bibliography

Writers Workshop Unit of Study

12th Grade – Informational Essay

Multimedia Sustained Research on a Social Issue

Abstract

WHAT IS AN INFORMATIONAL ESSAY UNIT?

In an informational essay unit, students engage in a personal inquiry, building research and essay writing skills and strategies. Their research develops an informed view, which enables students to create a product to inform an audience.

ASSESSMENT

Working in a collaborative environment, students become a group of writers who support each other, share their research, discuss their passions, actively make decisions and revisions to their work, write with an authentic audience in mind, and learn from established writers in order to add to their own repertoire of writing decisions. The unit rubric delineates the qualities of effective informational essays. Students will also self-assess and prepare written reflections. This combination serves as evidence of a student's achievement and the development of metacognitive skill.

STUDENT OUTCOMES

The informational essay unit is designed to provide students with the vital opportunity of seeing themselves as capable thinkers and decision-makers in the following ways:

- Students become more flexible in their writing and thinking as they have time to explore ideas and topics of interest.
- Students develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary research.
- Students practice a variety of ways to generate ideas and revise writing, including inserting, cutting, or reducing words.
- Students investigate the ways other writers write about complex ideas, and craft an essay using a range of research options: print, digital, image, or speech.

This unit continues the use of a workshop approach, which develops reading, writing, and thinking skills that will be relevant throughout the school year.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational essay unit. It provides strategies for selecting topics, researching, organizing, and writing an informational essay. The unit is designed to follow the Informational Reading Unit and build from the skills and concepts presented in that unit. Knowing this, teachers should anticipate adjusting and adapting the lessons to meet the needs of their students while staying true to the intent of the unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but may require teachers' make adjustments in pacing or decisions about extension activities. Teachers are encouraged to gather their own sources (mentor texts, etc.) that reflect district curriculum and/or student interests. Please see the resources section for other sources to deepen your understanding of informational essay instruction.

UNIT ORGANIZATION

The unit is divided into four parts:

- **Identify and Research a Topic:** These sessions ask students to find a topic that is personally meaningful and to conduct preliminary reading in order to focus the topic interest.

- **Develop an Informed View:** The sessions in this part of the unit are focused on two methods of research: primary and secondary research. Students develop skill with print and digital resources as well as interviewing and surveying. Collaborative research and sharing resources is one aspect of this essay unit to encourage students to delve deeper into topics of common interest.
- **Reconcile Current Thinking with New Readings and Ideas:** The sessions in this part of the unit encourage students to assess their evidence in preparation for further research. Returning to research after students have synthesized and organized their information creates a habit of confirming and disconfirming the effectiveness of the evidence gathered and also encourages research that deepens, clarifies, and strengthens the evidence used to inform the reader.
- **Create a Product to Inform an Audience:** The sessions in this part of the unit ask students to examine mentor texts to identify the structural and craft elements of a specific genre in order to communicate information to an authentic audience. The models enable teachers to create a menu of decisions any writer will use to create the essay.
- **Plan to Take Action (Optional):** This optional session asks students to extend their thinking by engaging in individual projects that allow them to apply their learning to a real-life situation.

The work in this unit is vertically aligned and extends prior learning with the expectation that students understand the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices. Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

Number	CCR Anchor Standards for Reading
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing
2	Write informative/explanatory texts to examine and convey complex idea and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Overview of Sessions- Teaching Points and Unit Assessments

Essential Questions:

How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?

How can I inform myself about issues that impact the daily lives of global citizens?

What is at stake if citizens in the 21st century do not recognize their part in social issues?

Pre-Unit Performance Task

Summative Assessment from the previous Informational Reading Unit

Teaching Points

Identify and Research a Topic

1. Researchers draw upon prior knowledge to make decisions about topics of interest to study.
2. 2.1 Researchers conduct preliminary reading in order to focus a topic of interest. They read a wide range of sub-topics and read quickly in order to abandon those that don't interest them.
2.2 Researchers read carefully as they examine a text's stance and position.
3. Researchers conduct primary research to gain insight into other people's experiences with the topic.
4. Researchers conduct secondary research in order to gain insight from published experts in the field.
 - a. They use a multi-draft reading process to go deeper into texts
 - b. They evaluate texts and authors for validity
5. Researchers synthesize information to create an informed view on their topic of interest.

Mid-Unit Formative Assessment Task

What are the causes and effects of your chosen social issue? After researching your chosen social issue, review your readers'/writers' notebook and state your theory/informed view and support it with evidence from your research.

Create a bibliography of your sources.

Reconciling current thinking with new readings and ideas.

6. Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their informed view.
7. Researchers revise their informed view to incorporate new information. They use this revised view to organize their evidence.

Create a product to inform an audience

8. Research writers study multimedia genres to identify a multimedia product appropriate for their research findings and audience. (We have to teach them how to write something. Find a mentor and imitate it with a genre of informational writing to study and plan before writing)
9. Researchers write in order to inform an audience and to propose (a) solution(s). In addition, researchers cite and format resources and a bibliography

(Optional) Plan to take action

10. Researchers act on their beliefs. They create a plan to support their beliefs with action.

Post-Unit Summative Assessment Task

When does a daily problem become a social issue? After critically reading a variety of print, visual and audio texts on social problems, do individual multimedia research to examine a single social issue of personal interest. Create a multimedia product that analyzes the causes and effects of this social issue. What short- and long-range implications can you draw? What solutions can you offer? Support your discussion with evidence from secondary research.

Informational Product Rubric

	Highly Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Accurately presents and applies information relevant to the prompt with specific examples from the research.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details. Identifies social problem and supplies evidence to assess any conclusions, implications, and consequences.	Presents information in order to answer questions and solve problems. Explains key information with some details. Identifies social problem, and provides evidence, but does not fully consider the conclusions, implications, or consequences.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies a generally effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

	Session 1
Concept	Identify and Research a Topic
Teaching Point	Researchers draw upon prior knowledge to make decisions about topics of interest to study.
Preparation	<ul style="list-style-type: none"> • Be aware that this unit follows the unit on reading informational text, so many of the necessary skills for this unit will have been taught in the previous one. By the time they enter this unit, students should have read widely on a broad topic that interests them. • Be aware that for modeling purposes the teacher should also be researching a social issue/problem along with the students. Choose a realistic topic and take that topic through the steps with your students so that they can see how you work through struggles and find solutions. • Below follows a list of sample social issues: <ul style="list-style-type: none"> • Addictions • Alcohol • Arab-Israeli Peace • Arab-Western Relations • Business • Corporate Responsibility • Cruelty to Animals • Disasters • Democracy • Drugs • Education • Elderly • Environment • Food - from Personal to Global • Freedom • Gay & Lesbian Rights • Homelessness • Health • Hunger and Food • Human Rights • Immigrants • Labor • Latin America • Lobbying • Materialism • Muslim-Western Relations • Peace • Police • Poverty • Prisons • Racism • Responsible Business • Rights • Schools • Seniors • Smoking • Substance Abuse • Sweatshops • Terrorism • Women • Work • World Hunger & Poverty • You might want to visit some of the following websites for a list of social issues and other helpful links. <ul style="list-style-type: none"> ○ http://www.heartsandminds.org/issues/index.htm ○ http://www.multcolib.org/homework/sochc.html ○ http://www.jervislibrary.org/yaweb/socialissues.html / <p>Samples of other students/schools researching and dealing with social issues:</p> <ul style="list-style-type: none"> • http://digitalis.nwp.org/resource/2740 • http://digitalis.nwp.org/resource/2547 • http://digitalis.nwp.org/resource/2081 <p>Other Resources:</p> <ul style="list-style-type: none"> • http://edtc5335.pbworks.com/w/page/18586448/FrontPage • http://digitalis.nwp.org/resource/2942 • http://digitalis.nwp.org/sites/default/files/files/94/Digital%20Age%20Best%20Practices.pdf /
Suggested Materials	<ul style="list-style-type: none"> • The teacher's readers'/writers' notebook with entries from the previous unit • Students will also need their readers'/writers' notebooks.

Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p>Research is the process of going up alleys to see if they are blind. - Marston Bates</p>
Active Engagement	<p>According to http://encyclopedia.thefreedictionary.com/social+issue, social Issues (social problems) are “matters which directly or indirectly affect a person or many members of a society and are considered to be problems, controversies related to moral values, or both.”</p> <p>Teacher Model and Think Aloud: Begin with a larger topic of study from the previous reading unit. Discuss ways to find smaller sub-topics of your main topic of study. Model how you would do a fast write, cluster map, and/or other brainstorming product(s) to show students ways of identifying smaller, more focused topics of interest on social issues. Model your decision-making process, revealing how you discard some topics and decide to pursue others depending upon your personal connection to them.</p> <p>Partner work: Students return to their readers’/writers’ notebooks and examine the broad topics they read about in the previous unit. For 5 or 10 minutes, students work in pairs to brainstorm smaller, more focused topics on social issues, discussing how much and why each sub-topic interests them.</p>
Independent Practice	<p>Mini-task: Individually, students continue to brainstorm smaller, more focused topics on social issues. They then start deciding upon some that they are personally interested in.</p>
Share/Exit Slip	<p>Share: Students report out some of their social issue topic choices to the class and turn in their 3 top preliminary choices to the teacher as an exit slip. Students should indicate why they are personally interested in each choice.</p>

	Session 2
Concept	Identify and Research a Topic
Teaching Point	<p>2.1 Researchers conduct preliminary reading in order to focus a topic of interest. They read a wide range of sub-topics and read quickly in order to abandon those that don't interest them.</p> <p>2.2 Researchers read carefully as they examine a text's stance and position.</p>
Preparation	<ul style="list-style-type: none"> Find a variety of multimedia texts on several subtopics of a larger topic. For example, if the larger topic is poverty, several subtopics might be education, homelessness, unemployment, etc. Prepare to explain your thinking about how you would make decisions between the subtopics or to focus on smaller subtopics by doing some of your own faster, preliminary research. Locate and preview a couple of resources to examine and model thinking for position and stance. Optimally, these resources would have different positions/stances on the same sub-topic. Make arrangements to be in a library and/or computer lab for access to resources on students' chosen topics. Be familiar with the definition of multimedia. <ul style="list-style-type: none"> From the Free On-line Dictionary of Computing http://foldoc.org: "Media: Any kind of data including graphics, images, audio and video... The term multimedia suggests a collection of different types of media or the ability to handle such collections." From Techterms.com: Multimedia: "As the name implies, multimedia is the integration of multiple forms of media. This includes text, graphics, audio, video, etc. For example, a presentation involving audio and video clips would be considered a "multimedia presentation."
Suggested Materials	<ul style="list-style-type: none"> Any of the following resources, as excerpts or in their entirety, might be used as example texts to be studied as a class for topic ideas and/or examining stance and position: <ul style="list-style-type: none"> The movie <i>Super Size Me</i> by Morgan Spurlock The movie <i>Wal-Mart Nation</i> Movies by Michael Moore The book <i>Fast Food Nation</i> The movie <i>Blood Diamond</i> Directed by Edward Zwick A resource for the teacher to understand: the Four Resource Model and a theory of critical literacy in order to help students. http://www.readingonline.org/research/lukefreebody.html
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p>"Research is what I'm doing when I don't know what I'm doing." Wernher von Braun</p>
Teaching Point 2.1	Researchers conduct preliminary reading in order to focus a topic of interest. They read a wide range of sub-topics and read quickly in order to abandon those that don't interest them.
Active Engagement	<p>Teacher Model and Think Aloud: Begin with your three top preliminary choices from the previous session. Think aloud as you examine several resources (print, or digital, or video, etc.) and make decisions about what interests you. Make your thinking visible as you discard some of your choices and keep others. Model how you might keep one sub-topic in mind because of a personal experience that is related or how you might discard a sub-topic because it seems too small, etc. Point out to students that sometimes researchers don't end up liking any of their initial sub-topic choices after their initial research and they have to go back a step to find new sub-topics to explore.</p> <p>Partner work: Students review their three top choices from the previous session and each pick one to quickly find some texts to examine together. They work with a partner as they examine a few texts and discuss why each subtopic still interests them or not.</p>
Independent Practice	Mini-task: Students then work individually to find more resources on their other sub-topics and to make decisions about which one is most appealing to them.

Share	Share: Students report out their favorite choice so far.
Teaching Point 2.2	Researchers read carefully as they examine a text's stance and position.
Active Engagement	<p>Teacher models and thinks aloud: Think aloud as you closely examine two texts on the same sub-topic with two different positions or stances. For example, on the topic of homelessness, one text might claim that people who are homeless won't work enough to keep a roof over their heads while another text might claim that most homeless people are working as hard as they can but still can't afford a place to live. Think aloud as you talk about how the impact of verb and adjective choices affects the stance/position the text takes. (You could use some of the "suggested materials" listed above to model your thinking and have students practice.)</p> <p>Partner Work: Students examine one or two text(s) on the sub-topic that they think they would like to research and compare the position/stance of one of the texts they have.</p>
Independent Practice	<p>Mini-task: Students examine the rest of their texts for position/stance.</p> <p>The teacher circulates around the room helping students to identify the position/stance of their texts.</p>
Share	Share: The teacher might ask for volunteers or ask certain students with interesting examples to show their texts and report out their findings on position/stance. Have a class discussion about what a text's stance reveals about the author, intended audience, objectivity, etc.

	Session 3
Concept	Develop an informed view and/or stance
Teaching Point	Researchers conduct primary research to gain insight into other people's experiences with the topic.
Preparation	<ul style="list-style-type: none"> • Arrange for and conduct primary research of your own about a sub-topic to share with students. • Create or copy the menu of choices for primary research that is taken from /The handout is called What is Primary Research and How do I get Started? • Prepare copies of the handouts Primary Research Plan. • Prepare a model of a primary research plan to use for a Think-Aloud. • Set a due date for this portion of the project to be complete. (It should come before Session 5.)
Essential Question(s)/Lesson Framing Quotes	<p>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</p> <p>How can I inform myself about issues that impact the daily lives of global citizens?</p> <p>"There is no substitute for face-to-face reporting and research." - Thomas Friedman</p>
Active Engagement	<p>Distribute and review the handout What is Primary Research and How do I get Started?</p> <p>Teacher models and thinks aloud: Using your prepared model, think aloud as you walk students through a possible primary research plan for your chosen social issue.</p> <p>Partner work: Students work in pairs to brainstorm ideas for their primary research plan. After they have a few ideas they can move to the independent practice portion.</p>
Independent Practice	<p>Mini-task:</p> <ul style="list-style-type: none"> • Students continue to work on creating their primary research plan. <p>The teacher circulates around the room helping students to refine their plans.</p>
Share	Share: Students may volunteer their plans or the teacher might choose a few to share as models for others.
Extension	Students may need more time to finish their primary research plans. They need to finish the implementation of their plan before session 5.

What is Primary Research and How do I get Started?

Primary research involves collecting data about a given subject directly from the real world. This section includes information on what primary research is, how to get started, ethics involved with primary research and different types of research you can do. It includes details about interviews, surveys, observations, and analysis.

Primary research is any type of research that you go out and collect yourself. Examples include surveys, interviews, observations, and ethnographic research. A good researcher knows how to use both primary and secondary sources in her writing and to integrate them in a cohesive fashion.

Conducting primary research is a useful skill to acquire as it can greatly supplement your research in secondary sources, such as journals, magazines, or books. You can also use it as the focus of your writing project. Primary research is an excellent skill to learn as it can be useful in a variety of settings including business, personal, and academic.

What types of projects or activities benefit from primary research?

When you are working on a local problem that may not have been addressed before and little research is there to back it up.

Example: you are conducting research on a proposed smoking ban in Lafayette, IN. Little information has been published about the topic other than a few editorials and letters to the editor in the local paper. You can conduct primary research in the form of surveying individuals in the surrounding community and local decision makers to gain more information.

When you are working on writing about a specific group of people or a specific person.

Example: if you are writing about the activities of the Purdue Football team one of the best ways to learn about the team is to go talk to them and observe their behavior.

When you are working on a topic that is relatively new or original and few publications exist on the subject.

For example, if you wanted to write on the connection between the Purdue University Glee Club performance locations and estimated attendance of events, you would have to determine this yourself through primary research methods.

You can also use primary research to confirm or dispute national results with local trends.

For example, if you are writing about people's opinions on Social Security reform, you could conduct a local survey and see how your local results compare to a nationwide survey conducted by The New York Times.

What types of primary research can be done?

Many types of primary research exist. This guide is designed to provide you with an overview of primary research that is often done in writing classes.

- **Interviews:** Interviews are one on one or small-group question-and-answer sessions. Interviews will provide a lot of information from a small number of people and are useful when you want to get an expert or knowledgeable opinion on a subject.
- **Surveys:** Surveys are a form of questioning that is more rigid than interviews and that involve larger groups of people. Surveys will provide a limited amount of information from a large group of people and are useful when you want to learn what a larger population thinks.
- **Observations:** Observations involve taking organized notes about occurrences in the world. Observations provide you insight about specific people, events, or locales and are useful when you want to learn more about an event without the biased viewpoint of an interview.
- **Analysis:** Analysis involves collecting data and organizing it in some fashion based on criteria you develop. They are useful when you want to find some trend or pattern. A type of analysis would be to record commercials on three major television networks and analyze gender roles.

Where do I start?

Consider the following questions when beginning to think about conducting primary research:

- What do I want to discover?
- How do I plan on discovering it? (This is called your research methods or methodology.)
- Who am I going to talk to/observe/survey? (These people are called your subjects or participants)
- How am I going to be able gain access to these groups or individuals?
- What are my biases about this topic?
- How can I make sure my biases are not reflected in my research methods?
- What do I expect to discover?

From /

Name _____

Social issue Research Topic _____

Which type of primary research do you plan to do?

Why do you think this type of primary research will work best for your social issue research topic?

Describe what you will do, where it will be, and who your participants will be. Who do you need to ask for permission?

Describe how you will collect data.

When do you plan to do this? (Remember: This research will be done on your own and must be completed by _____.)

	Session 4
Concept	Develop an informed view and/or stance
Teaching Point	Researchers conduct secondary research in order to gain insight from published experts. <ol style="list-style-type: none"> They use a multiple-draft reading process to go deeper into the topic and texts. They evaluate texts and authors for validity
Preparation	<ul style="list-style-type: none"> Reserve the computer lab, media center, wireless cart, etc. Locate and make copies (if needed) of a few digital resources that the class will need in the active engagement sections. Assign resource gathering homework to ensure students arrive with resources from local libraries, Internet, etc. Make copies of the protocols you decide to use that are listed in the “suggested materials” section. Make copies of the handout Judging a Source’s Validity
Suggested Materials	<p>Suggested Protocols for Research</p> <ul style="list-style-type: none"> Generate, Sort, Connect, Elaborate—Enables students to focus, organize, and extend their research work with evidence collected http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html Considering Evidence Protocol—Allows students to bring evidence to a collaborative research project http://www.nsrharmony.org/protocol/doc/considering_evidence.pdf Note cards, chart paper, markers, etc. for the protocol work.
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p>“Research serves to make building stones out of stumbling blocks.” - Arthur D. Little</p>
Active Engagement 4.1	<p>Teacher models and thinks aloud: Using several of your resources, model your reading process as you first scan through them and make decisions about how you might focus and further clarify your research on your social issue. Think aloud as you make your decision-making visible about the angle you want to focus on as you decide which materials won’t be helpful to you in researching your particular social issue. Record some of your discoveries on a chart to highlight your thinking process and how you might revise your thinking or angle as you read.</p> <p>Turn-and-Talk: (Students might be organized into small groups if they are studying the same social issue.) Students examine one or two of their resources and talk through their notices and discoveries about their social issues. They discuss what they want to explore more and if they want to revise the focus of their social issue.</p>
Independent Practice 4.1	<p>Mini-task: Students research for a large chunk of time. After that, students should use the thinking routine Generate, Sort, Connect, Elaborate. It can be found at: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html</p>
Share 4.1	Students share their work and discoveries with a partner. Some students might be asked to volunteer to share with the class to be used as models for others.
Active Engagement 4.2	<p>Teacher models and thinks aloud: Think aloud as you examine one or two resources for validity. Model your process as you complete the handout Judging a Source’s Validity with a document camera or other method so that students can see your captured thinking.</p> <p>Students work in pairs or small groups to analyze a sample digital resource or website that the teacher has provided.</p>
Independent Practice 4.2	<p>Mini-Task: Students return to their own resources and complete the handout Judging a Source’s Validity for several websites so that the questions become second nature as they evaluate a website for its validity.</p>
Share 4.2	<p>Turn-and-Talk: Students discuss what they have discovered about the validity of some of their sources. They decide which ones they want to discard because the information is not valid. Hint: The sources that are determined to be invalid are usually the most interesting.</p>

Metacognitive Write	<p>Optional: In order to see how student thinking has changed from doing this first round of research, students could participate in the thinking routine “I used to think... Now I think...” from Harvard’s Project Zero website: http://www.old-pz.gse.harvard.edu/vt/visiblethinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm</p> <p>Share: Several students share their changes in thinking with the class as models of how an informed view changes over the course of doing research.</p>
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Judging a Source's Validity

Name:

There are limitless resources available to researchers on the Internet, but they are not all of the same quality, and some so not even provide the reader with valid information. The chart below gives you a list of things to look out for in order to ensure that you have a quality resource.

Part One-

Find a three related websites that you would like to examine for validity. Fill out the handout for each website.

	Bibliographic information	Bibliographic information	Bibliographic information
	Webpage title:	Webpage title:	Webpage title:
	Date of Publication	Date of Publication	Date of Publication
	URL:	URL:	URL:
	Date Accessed:	Date Accessed:	Date Accessed:
AUTHORITY			
1. Is it clear who is responsible for the contents of this page? Record the author's name.	Yes No	Yes No	Yes No
2. Is there a way of verifying the legitimacy of the page's sponsor (phone number or postal address to contact for more information)?	Yes No	Yes No	Yes No
3. Are the author's qualifications for writing on this topic clearly stated?	Yes No	Yes No	Yes No
ACCURACY			
1. Is there a bibliography or footnotes to show sources of information?	Yes No	Yes No	Yes No
2. Is the information free of grammatical, spelling and other typographical errors?	Yes No	Yes No	Yes No
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No
OBJECTIVITY			
1. Is the purpose of the document clearly stated? (To inform/explain; to persuade/advocate a position; to sell)	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No	Yes No
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No	Yes No	Yes No
Timeliness			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No

*Note: This checklist is adapted from Web Wisdom: How to Evaluate and Create Information Quality on the Web, copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

Part Two-The Believing and Doubting Game

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s “Believing and Doubting” game. First pretend that you believe that the website is valid and explain why. Next pretend that you doubt that it is valid and explain why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from. Circle either I believe or I don’t believe that the website is valid.

Why do you believe that website #1 is valid?

Why do you doubt that website #1 is valid?

Now that I have considered the validity of this website, I believe/I don’t believe that website #1 is valid.

Why do you believe that website #2 is valid?

Why do you doubt that website #2 is valid?

Now that I have considered the validity of this website, I believe/I don’t believe that website #2 is valid.

Why do you believe that website #3 is valid?

Why do you doubt that website #3 is valid?

Now that I have considered the validity of this website, I believe/I don’t believe that website #3 is valid.

Name:

There are limitless resources available to researchers on the Internet, but they are not all of the same quality, and some so not even provide the reader with valid information. The chart below gives you a list of things to look out for in order to ensure that you have a quality resource.

Part One-

Find a three related websites that you would like to examine for validity. Fill out the handout for each website.

	Bibliographic information	Bibliographic information	Bibliographic information
	Webpage title: <i>Frogs</i> Date of Publication: 1999 URL: http://www.exploratorium.edu/frogs/ Date Accessed: June 29, 2010	Webpage title: <i>Lost world of fanged frogs and giant rats discovered in Papua New Guinea</i> Date of Publication: September 7, 2009 URL: http://www.guardian.co.uk/environment/2009/sep/07/discovery-species-papua-new-guinea Date Accessed: June 29, 2010	Webpage title: Date of Publication: <i>Unknown</i> URL: http://www.thefrog.org/ Date Accessed: June 29, 2010
AUTHORITY			
1. Is it clear who is responsible for the contents of this page?	Yes No Jim Spadaccini et. al.	Yes No Robert Booth	Yes No Unknown
2. Is there a way of verifying the legitimacy of the page's sponsor (phone number or postal address to contact for more information)?	Yes No	Yes No	Yes No
3. Are the author's qualifications for writing on this topic clearly stated?	Yes No	Yes No <i>Journalist for a newspaper</i>	Yes No
ACCURACY			
1. Is there a bibliography or footnotes to show sources of information?	Yes No	Yes No <i>But it's a newspaper article</i>	Yes No
2. Is the information free of grammatical, spelling and other typographical errors?	Yes No	Yes No	Yes No
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No <i>No charts or graphs</i>
OBJECTIVITY			
1. Is the purpose of the document clearly stated? (To inform/explain; to persuade/advocate a position; to sell)	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No <i>It's a newspaper, so it's</i>	Yes No

		<i>implied.</i>	
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No <i>No ads</i>	Yes No <i>It's along the side of the page.</i>	Yes No <i>No advertising</i>
Timeliness			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No <i>No charts or graphs</i>

*Note: This checklist is adapted from [Web Wisdom: How to Evaluate and Create Information Quality on the Web](#), copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

Part Two-The Believing and Doubting Game

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s the Believing and Doubting Game. First pretend that you believe that the website is valid and write why. Next pretend that you doubt that it is valid and write why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from.

Why do you believe that website #1 is valid?

This website has clearly labeled creators, and a museum, Exploratorium, is the main website. The information has lots of bibliographic information, and this website is not set up to sell anything, only to educate people.

Why do you doubt that website #1 is valid?

The only reason to doubt the information is that some of the info. was originally posted in 1999 and hasn’t been updated.

Now that I have considered the validity of this website, I believe/don’t believe that website #1 is valid.

Why do you believe that website #2 is valid?

It’s the companion website for an actual newspaper. It has the author and publication date clearly stated. There is contact information, the people interviewed for the article are clearly identified, and there are actual photographs from the place the frogs were discovered. It doesn’t have spelling errors, and the ads are all located along the side of the page, separate from the article.

Why do you doubt that website #2 is valid?

There are ads on the page, but I would expect that in a newspaper.

Now that I have considered the validity of this website, I believe/don’t believe that website #2 is valid.

Why do you believe that website #3 is valid?

The photographs are great, and there are lots of interesting links and activities.

Why do you doubt that website #3 is valid?

There is no author information, no publication data, it’s unclear whether this site is for education or something else, and it lacks any bibliographic information to indicate where the information is from.

Now that I have considered the validity of this website, I believe/don’t believe that website #3 is valid.

	Session 5						
Concept	Develop an informed view						
Teaching Point	Researchers synthesize information to create an informed view on their topic of interest.						
Preparation	<ul style="list-style-type: none"> Reserve the computer lab, media center, wireless cart, etc. Students will need their readers'/writers' notebooks. 						
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p>"The outcome of any serious research can only be to make two questions grow where only one grew before." ---Thorstein Veblen</p>						
Active Engagement	<p>Teacher models and thinks aloud: Using your researched social issue example, think aloud your process of coming up with a theory/informed view of its causes and effects. Fill in the blanks in the following thinking frame as you model: "The causes of __ (social issue) __ are _____ and _____, and the effects are _____ and _____." (You may add to or subtract the number of blanks needed.)</p> <p>Working with a partner and recording their work in their readers'/writers' notebooks, students review their research and brainstorm one possible way to fill in the blanks for the thinking frame. Students begin by stating a theory/informed view about the cause(s) and effect(s) of their social issue and complete the sentence.</p>						
Independent Practice	<p>Mini-Task: When students have brainstormed several ideas, they choose their favorite and then individually complete the Mid-Unit Task that states an informed view based on their research.</p> <table border="1"> <thead> <tr> <th colspan="2">Mid-Unit Formative Assessment Task</th></tr> </thead> <tbody> <tr> <td>What are the causes and effects of your chosen social issue? After researching your chosen social issue, review your readers'/writers' notebooks and state your theory/informed view and support it with evidence from your research.</td><td></td></tr> <tr> <td>Create a bibliography of your sources.</td><td></td></tr> </tbody> </table>	Mid-Unit Formative Assessment Task		What are the causes and effects of your chosen social issue? After researching your chosen social issue, review your readers'/writers' notebooks and state your theory/informed view and support it with evidence from your research.		Create a bibliography of your sources.	
Mid-Unit Formative Assessment Task							
What are the causes and effects of your chosen social issue? After researching your chosen social issue, review your readers'/writers' notebooks and state your theory/informed view and support it with evidence from your research.							
Create a bibliography of your sources.							
Extension/Assessment	<p>Assessment: Students turn in their mid-unit formative task for teacher feedback.</p> <p>Extension: Students write a metacognitive entry in their readers'/writers' notebooks that answers the first two essential questions:</p> <ul style="list-style-type: none"> <i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i> <i>How can I inform myself about issues that impact the daily lives of global citizens?</i> <p>They then share their answers in a class discussion.</p>						

	Session 6
Concept	Reconsidering current thinking with new readings and ideas
Teaching Point	Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their informed view.
Preparation	<ul style="list-style-type: none"> Do some further research on the social issue you are using for modeling. Choose a theory/informed view that you think that students will think is true, but after doing research the theory is proven wrong. Think of how to adjust your theory to make an accurate claim. Reserve the computer lab, media center, wireless cart, etc. <p>Prepare copies of the handout Engaging in Additional Research to go Deeper into a Topic, included after this session</p>
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p><i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>"It is a capital mistake to theorize before one has data." --- Arthur Conan Doyle (via Sherlock Holmes)</p> <p>"Doubt is the beginning not the end of wisdom." Proverb</p>
Active Engagement	<ul style="list-style-type: none"> Review the teaching point. <p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> Point out that as people research a topic they may discover their thoughts were inaccurate. Their theory/informed view may need to change in order to be accurate. Share a simple personal example of a theory/informed view you had that turned out to be false. <i>For example, a person might have a theory that not eating candy, sweets, and pop would mean that he would be able to lose weight; however, he might discover through research that eating carbohydrates, even those that are seemingly innocent like those found in foods like bread, rice, and potatoes will keep him from losing weight.</i> Model how you changed your thinking when something you thought was true about the social issue turned out to be untrue after doing some research. Clearly describe your initial theory/informed view, what evidence you discovered when you reexamined your research, and then what you decided to return to do more research on. <p>Turn-and-Talk</p> <p>Have students pair up and each share a time when they had to change their thinking about a topic after reading or other research showed their initial thinking to be wrong.</p>
Independent Practice	<p>Mini-Task:</p> <ul style="list-style-type: none"> Students record their informed view about their social issue on the handout Engaging in Additional Research to go Deeper into a Topic. They review their research and list major facts on the handout. They list information that confirms their theory/informed view in one column and information that disconfirms their theory in another column. They need to decide what to return to do more research on, and they may possibly also need to revise their theory/informed view to something they can prove. The teacher circulates around the room helping students decide whether their theory/informed view can be confirmed or disconfirmed, and assisting students to revise their theories/informed views into provable claims. The teacher also helps students plan for further research.
Share	Students share a few of their findings in a class discussion. The teacher chooses one or more of the students to share interesting and helpful work with the class to serve as models.
Extension/Assessment	<p>Extension:</p> <ul style="list-style-type: none"> Students need additional time to examine their researched information in order to evaluate whether they can confirm or must disconfirm their theory/informed view. They will also need time to do further research before the next session. <p>Assessment:</p> <ul style="list-style-type: none"> Students turn in their handouts Engaging in Additional Research to go Deeper into a Topic.

Name:

My social issue is _____.

My informed view about my social issue:

“The causes of __ (my social issue) __ are _____ and _____, and the effects are _____ and _____.” (You may add to or subtract the number of blanks needed.)

“The causes of _____ are _____ and _____, and the effects are _____ and _____.”

The research shows:

Information that confirms my theory	Information that disconfirms my theory

I think that I need to do more research on _____.

I will look for that information here: _____.

	Session 7
Concept	Reconsidering current thinking with new readings and ideas
Teaching Point	Researchers revise their informed view to incorporate new information. They use this revised view to organize their evidence.
Preparation	<ul style="list-style-type: none"> • Prepare a model of the handout on a teacher-chosen social issue research topic. • Make copies of the handout Revising an Informed View to Incorporate New Information and Organize Evidence, which is included after this session • Make copies of the handout Implications and Solutions Chart
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p><i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>"Research serves to make building stones out of stumbling blocks." - Arthur D. Little</p>
Active Engagement 7.1	<p>Teacher models and thinks aloud: Display your initial research and informed view. Specifically, think aloud as you review newly found details that might be in contrast to or take a slightly different angle than your other research. Model how you would adjust your theory/informed view to incorporate your new understanding of the topic as found in your latest research from last session.</p> <p>Preparation Task: Students review their original informed view and reconsider the newest research.</p> <p>Turn-and-Talk: With a partner, students discuss how their original informed views need tinkering. They offer their partner suggestions about how the new informed view might be written.</p>
Independent Practice 7.1	<p>Distribute and review the handout Revising an Informed View to Incorporate New Information and Organize Evidence</p> <p>Mini-Task: Students re-work their informed views and locate collected evidence that works with their revised views. They complete the handout Revising an Informed View to Incorporate New Information and Organize Evidence.</p>
Share 7.1	Turn-and-Talk: Students share their charts and discuss whether or not they are lacking information.
Active Engagement 7.2	Teacher models and thinks aloud: Researchers make decisions about how to organize their presentations based upon the information to be presented. Model your thinking as you show how this prompt requires the student to first define the problem. Next the assignment asks students to clearly reveal the causes and effects of the problem. Then they need to predict the short- and long-range implications of the problem. They also need to offer solutions. Model your thinking with your own researched social problem. (These last two parts will come a bit later in the session.)
Independent Practice 7.2	Mini-task: Students can use the space on the handout to organize their presentations, or they could create their own logical structure. They complete the outline.
Share 7.2	Students share their outlines with a partner for feedback. What's missing? What is unclear?
Active Engagement 7.3	Teacher models and thinks aloud: Review your model outline with students and then think aloud as you brainstorm a few implications and solutions for the social issue you have been modeling. Use the handout Implications and Solutions Chart - Model or create your own to talk from.
Independent Practice 7.3	Students brainstorm ways to solve their chosen social issues for inclusion in their multimedia presentations by using the handout Implications and Solutions Chart .
Share	Turn-and-Talk: Students share their proposed implications and solutions, adding their best choices to their outlines.
Exit Slip	Students turn in their proposed outlines, with implications and solutions included.

Revising an Informed View to Incorporate New Information and Organize Evidence

Name:

Part 1:

My first informed view:

New information that confirms my theory	New information that disconfirms my theory

My revised informed view is:

Part 2:

Outlining and brainstorming possible implications and solutions for the social issue

Keep the assignment prompt in mind: When does a daily problem become a social issue? After critically reading a variety of print, visual and audio texts on social problems, do individual multimedia research to examine a single social issue of personal interest. Create a multimedia product that analyzes the causes and effects of this social issue. What short- and long-range implications can you draw? What solutions can you offer? Support your discussion with evidence from both primary and secondary research.

Possible Social Problem Presentation Outline

A. Define the social problem

B. Cause(s) of the social problem

C. Effect(s) of the social problem

D. Short- and long-range implication(s) of the social problem

E. Proposed solution(s) for the social problem

Name:

Implications and Solutions Chart

Social Issue _____

Cause	Effect	Implications	Possible Solutions

Name:

Implications and Solutions Chart - Model

Social Issue Poverty

Cause	Effect	Implications	Possible Solutions
Inadequate education	Unable to secure a job that will earn enough to provide for self and family.	Without further education, they will remain in poverty.	<ul style="list-style-type: none"> • Create programs that allow people to get enough vocational skills to secure higher paying work. • Create scholarships for students who could not afford to get further education without it.
Lack positive financial role models for children to identify with and follow their example.	Children do not have a model for how to make decisions to have a financially secure future, so they end up making bad financial choices and stay poor.	Without positive financial role models, future generations will continue to have the same money troubles.	<ul style="list-style-type: none"> • Create program for financially mentoring kids, providing them with positive role models. • Create school programs that teach kids how to make financially smart decisions in their personal lives.

	Session 8
Concept	Create a Product to Inform an Audience
Teaching Point	Research writers study technology-based genres to identify a technology-based product appropriate for their research findings and audience.
Preparation	<ul style="list-style-type: none"> Review the multimedia choices for student publication. Based on technology options available to students either at school or at home, select the one you will require all students to create or create a menu from the list to allow for student choice and a range of multimedia products. Gather samples of products for each genre you select or place on your product menu. Reserve the computer lab, media center, wireless cart, etc. Prepare copies of the Informational Product Rubric
Suggested Resources	<ul style="list-style-type: none"> http://www.edutopia.org/technology-integration for general information on integrating technology and several options of technology to use www.beyondbulletpoints.com for ways to make PowerPoint presentations better. www.glogster.com for information on how to use glogster, an online, interactive poster-maker www.animoto.com for information on how to use Animoto http://www.techsmith.com/jing.html?gclid=CL7ivZD58a4CFe4DQAodTyFIlw for a free download of Jing and instructions on how to use it http://www.usatoday.com/test/bag-of-tricks/index.html for multimedia storytelling options http://www.presentationmagazine.com/how-to-create-a-multimedia-presentation-164.htm for general information on how to create a multimedia presentation http://www.uen.org/general_learner/multimedia_resources.shtml for Multimedia Resources for Educators and Students http://www.learnnc.org/lp/pages/647 for tips on evaluating multimedia presentations www.tondoo.com a free online tool to create cartoons or comic strips Pecha-kucha at http://digitalis.nwp.org/resource/2879 www.Ning.com www.weebly.com for a free class and student websites Blogs like posterous, wordpress, blogger, edublogs www.Wikispaces.com http://pbworks.com/education www.edmodo.com
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>“By seeking and blundering we learn.” - Johann Wolfgang Von Goethe</p>
Active Engagement	Teacher models and thinks aloud: Review the single product or menu of products you want students to consider using. Select one and think aloud why this specific product seems interesting to you. Some reasons might be 1) knowledge of the technology; 2) intended for a specific audience; 3) structure and elements that effectively convey information.
Teacher Guided Engagement	Teacher-Guided Activity: <ul style="list-style-type: none"> Distribute and review the Informational Product Rubric. Preview each product students may choose to create. Allow students time to evaluate the choices. Report out the reasons a writer might select this product. Have students explain their answers based on specific details in the product(s) being examined.
Independent Practice	Mini-Task: Form a group of 3-4 classmates who want to create the same product. Students jot notes in their readers’/writers’ notebook to identify the characteristics of the product, the ways the product conveys information, and the things they will need to gather to create an effective multimedia product. Small Group-Guided Instruction Confer with individuals and groups to review, focus, or problem-solve product development.

Share	<p>Preparation Task: Students plan an <i>ELEVATOR SALES PITCH</i> to explain their multimedia presentation plan. They imagine they have only 1 minute to explain their plan to an editor who will accept their plan for publication.</p> <p>Turn-and-Talk: Partner up and deliver the sales-pitch to each other. Give feedback to each other, recommending ways to make the product more engaging to a reader and/or more effective in conveying information.</p>
Exit Slip	Write down the elevator pitch and turn it in.

Informational Product Rubric

	Highly Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Accurately presents and applies information relevant to the prompt with specific examples from the research.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details. Identifies social problem and supplies evidence to assess any conclusions, implications, and consequences.	Presents information in order to answer questions and solve problems. Explains key information with some details. Identifies social problem, and provides evidence, but does not fully consider the conclusions, implications, or consequences.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies a generally effective structure to explain, examine, convey, define, analyze, synthesize, compare, or explain cause/effect, problem/solution.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; Lacks cohesion; language and tone are inappropriate to audience and purpose.

	Session 9
Concept	Create a product to inform an audience
Teaching Point	Researchers write in order to inform an audience and to propose (a) solution(s). In addition, researchers cite and format resources and a bibliography.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Proper Documentation, included after this session • Review the suggested websites on the handout to see how they operate. • Create a Works Cited sheet. Prepare to think aloud as you model the documentation. • Write a sample sentence(s) for students to practice works cited skills on. • Reserve the computer lab, media center, wireless cart, etc.
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p><i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>“Begin with another’s to end with your own.” - Baltasar Gracian</p>
Teaching Point 9.2	In this session, students will learn how to cite their sources and create a Works Cited page for their presentation.
Active Engagement 1	<ul style="list-style-type: none"> • Review the session connection and teaching point. • Distribute the handout “Proper Documentation.” <p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Think aloud as you review the four types of citations used on the handout, noticing the punctuation and where the author’s name and page number(s) go. Remind students that all citations must be matched to an entry on the Works Cited page. • Using research from a previous session, write a sample sentence. <p>Have students try another sample sentence that the teacher provides with a partner.</p>
Independent Practice 1	Mini-Task: Students review their research to find information they need to cite in their presentations. They practice writing the sentences in the boxes on the handout.
Share 1	Students review their citations with a partner, looking for proper punctuation and formatting. They correct mistakes.
Active Engagement 2	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Choose one of the websites on the handout and project it for all students to see. Using a sample from your research, plug in the bibliographic information to show students how the websites will translate it into proper MLA formatting. • Show students Diana Hacker’s website (or other website that shows a sample Works Cited page.) Think aloud as you identify the features of the Works Cited page.
Post-Unit Assessment Task	<ul style="list-style-type: none"> • Students use their selected sources to create their Works Cited sheets. They should include every source they cite in the presentation. • Students create their multimedia presentations: <p style="text-align: center;">Post-Unit Summative Assessment Task</p> <p>When does a daily problem become a social issue? After critically reading a variety of print, visual and audio texts on social problems, do individual multimedia research to examine a single social issue of personal interest. Create a multimedia product that analyzes the causes and effects of this social issue. What short- and long-range implications can you draw? What solutions can you offer? Support your discussion with evidence from both primary and secondary research.</p>
Share 2	<p>Turn-and-Talk</p> <p>Students work with a partner to proofread their Works Cited sheets. They must pay close attention to rules of formatting and punctuation and be sure all sources are listed on the page.</p>
Assessment/Extension	Assessment: Students continue to work on and finish creating their multimedia presentation. They review the rubric’s expectations and practice delivering their presentations if they will be presenting them to the class.

	<p>Extension: Students write a metacognitive entry in their readers'/writers' notebooks that answers the question <i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>After writing, they share their thinking in a class discussion.</p>
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Proper Documentation

You must be sure to follow the strict guidelines of documenting your sources. These guidelines are set forth by the Modern Language Association (MLA) and the American Psychological Association (APA). Please note the guidelines are quite different between these styles. For this project, we will use the MLA style guide.

Basic In-Text Citation Rules

When you create your final product, you will be expected to use direct quotes and MLA format follows the author-page method of in-text citation, which means the author's last name and page number(s) from the quotation or paraphrase must appear in the text. All citations must refer to sources that are listed on the Works Cited page. There are a few ways to do this:

DIRECT QUOTATION

1. Write the author's name in the body of the sentence and simply put the page number(s) at the end. Put quotation marks around the part of the sentence that is taken word for word from the text.

Terrell explains that "there is no shame and for many it's a lot safer to walk the technical segments of a strenuous trail" (16).

Now you try. Choose a piece of information you will quote in your presentation. Write a sentence, using the style above.

2. Write the author's last name and page number(s) at the end of the sentence. Put quotation marks around the part of the sentence that is taken word for word from the text.

It is important for mountain bikers to be respectful of their environment as "the peace, beauty, and solitude of our woodland areas is sacred to all of us" (Terrell 17).

Now choose information you would like to quote and put both the author's name and page number(s) in parentheses at the end.

PARAPHRASE

3. Write the author's name in the body of the sentence and paraphrase his/her words; include the page number(s) in parentheses at the end.

Terrell shows how mountain bikes are much more popular than road bikes today (11).

Find information you would like to paraphrase in your presentation. Write it in the style from above.

4. Write the author's name and page number(s) in parentheses at the end; paraphrase his/her ideas.

Many bikes trails do not have an enforced fee to use, but if bikers choose to ignore paying for the upkeep, they risk losing the bike system (Terrell 14—15).

Now paraphrase a piece of information, using the citation style that includes both the author's name and page number(s).

All of these citations tell the reader the author's name and page number. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Terrell, they would find the following information:

Terrell, Mike. *Mountain Biking Michigan: The Best Trails in Northern Lower Michigan*. Grand Rapids: Thunder Bay Press, 1996.

*If an author's name is not available, then you would put the first word of the title (besides *A*, *An*, or *The*) in quotation marks plus the page number. For example:

"Mountain biking is a tremendous activity for its social, physical, and psychological benefits" ("Mountain" 22).

Works Cited Page

The very last page in a research paper is the bibliography, known as the Works Cited page in MLA style. This is where you alphabetically list all of the sources you cite in your paper. MLA has a very specific format for each type of text. Use one of the following websites to create your Works Cited page. Remember: if you make references to others' ideas without giving credit, it is technically plagiarism, a high academic crime. Be sure to carefully check your formatting and be sure to include all sources whose ideas you have used in your research.

<http://citationmachine.net>

<http://noodletools.com>

<http://easybib.com>

For an overview of MLA research documentation, go to:

www.dianahacker.com/resdoc/p04_co8_o.html

	Session 10 (Optional session)
Concept	Plan to Take Action
Teaching Point	Researchers act on their beliefs. They create a plan to support their beliefs with action.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Taking Action, which is included after this session. • Consider a project in which a person might identify social issue that they would like to take action on. A student will identify ways to add a singular voice to the issues at the center of this event in hopes of making a social change that might impact society in the near or far future. Identifying an issue that has personal value and social value and identifying an action that is doable for a student of 16-18 years of age requires an awareness of the community, state, nation and world. Hopefully, students may see that even small actions can impact social issues and make change.
Suggested Materials	<p>www.voa.org</p> <p>Optional: You might want to use the thinking routine called “Making it Fair: Now, Then, Later” to help students imagine actions that they could take. Find information on the routine at: http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03e_FairnessRoutines/NowThenLater/NowThenLater_Routine.html</p>
Essential Question(s)/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as a global citizen?</i></p> <p><i>How can I inform myself about issues that impact the daily lives of global citizens?</i></p> <p><i>What is at stake if citizens in the 21st century do not recognize their part in social issues?</i></p> <p>“He who does not research has nothing to teach.” - Proverb</p>
Active Engagement	<p>Teacher Model: Think-aloud as you review the handout Taking Action, considering which project would work best with the topic you modeled in earlier sessions. <i>How might I work to take action and make an impact on an issue that matters to me? How can my actions (the actions of a single individual) make an impact on society in even a small way?</i></p> <p>Turn-and-Talk: Students talk about where and how a person might engage in one of the Taking Action projects on their chosen social issue.</p>
Independent Practice	Mini-Task: Students make decisions about which project they would like to participate in and write a proposal as they complete the Taking Action handout.
Share	Turn-and-Talk: Students share their proposals with a partner and adjust proposals based on feedback.
Invitation/Extension	Students engage in the Taking Action project on their own time and document the work in a way that both the teacher and individual students have agreed upon. After completing the project, students should write a reflective piece about how their efforts made a difference. A separate Taking Action Rubric should be established together to assess the quality of the project.

More than likely, you have a vested interest in the topic you chose to research. The issue either affects you directly, you know someone who is affected directly, or you are sympathetic to those affected. Now, you will take your thinking beyond informing an audience. How can *you* be an agent of change to help a right that is at risk? Consider who is affected, what advocate organizations are doing to protect the right, and what you could do at a local level to help protect it.

- The social issue I studied inspired me because _____.
- Knowing that there are multiple perspectives on any issue, I am committed to understand the causes and implications in the change I would like to be part of making; therefore, I plan to study the following things before acting:
- The individuals (or groups) affected by this are:
- An organization that works to make changes in this area is:

- _____ raise money to donate to a particular organization
- _____ volunteer time and support
- _____ organize a group of people to work toward improving a situation
- _____ write letters to government officials or other change-makers to urge them to take action
- _____ other _____

III. Consider what contacts you will need to gain permission or ask questions.

Who will you contact?

IV. How will you document your work?

V. What will the criteria be for a high-quality project?

Student signature _____ Date _____

Teacher signature _____ Date _____

Work Cited

Alexander, J. E. and M. A. Tate. 1999. *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Hillsdale, NJ: Erlbaum

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